



## JAMES M. BROWN ELEMENTARY

225 Coffee Road  
Walhalla, SC 29691

**GRADES** PK-5 Elementary School

**ENROLLMENT** 612 Students

**PRINCIPAL** Dianne C. Holstead 864-638-4580

**SUPERINTENDENT** Dr. Valerie Truesdale 864-638-4000

**BOARD CHAIR** Harry B. Mays, Jr. 864-972-2136



## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	30	58	4	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

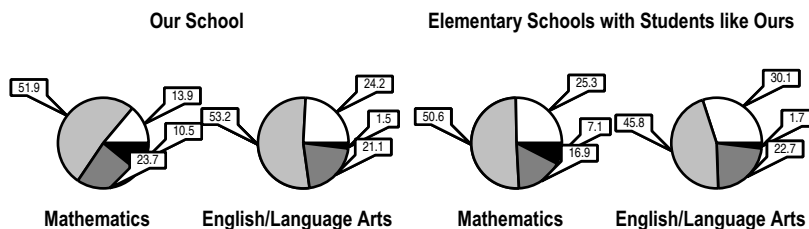
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




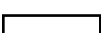
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	51	81	48
Percent satisfied with learning environment	95.8%	92.6%	100.0%
Percent satisfied with social and physical environment	98.0%	95.0%	89.6%
Percent satisfied with home-school relations	72.5%	97.5%	97.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	287	99.3	24.2	53.2	21.1	1.5	22.6	17.6
Gender								
Male	146	99.3	25.4	58.7	15.9	N/A	15.9	17.6
Female	141	99.3	22.8	47.2	26.8	3.1	29.9	17.6
Racial/Ethnic Group								
White	207	99.0	20.3	54.3	23.9	1.5	25.4	17.6
African-American	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	70	100.0	38.3	48.3	13.3	N/A	13.3	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	216	100.0	23.9	48.3	26.3	1.5	27.8	17.6
Disabled	71	97.2	25.0	70.0	3.3	1.7	5.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	287	99.3	24.2	53.2	21.1	1.5	22.6	17.6
English Proficiency								
Limited English proficient	29	100.0	57.7	34.6	7.7	N/A	7.7	17.6
Non-limited English proficient	258	99.2	20.5	55.2	22.6	1.7	24.3	17.6
Socio-Economic Status								
Subsidized meals	206	99.5	29.5	53.7	15.8	1.1	16.8	17.6
Full-pay meals	81	98.8	10.7	52.0	34.7	2.7	37.3	17.6

Mathematics								
All students	287	99.7	13.9	51.9	23.7	10.5	34.2	15.5
Gender								
Male	146	100.0	12.9	53.2	23.7	10.1	33.8	15.5
Female	141	99.3	15.0	50.4	23.6	11.0	34.6	15.5
Racial/Ethnic Group								
White	207	100.0	10.6	51.8	27.1	10.6	37.7	15.5
African-American	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	70	98.6	23.7	54.2	11.9	10.2	22.0	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	216	100.0	13.7	45.4	27.3	13.7	41.0	15.5
Disabled	71	98.6	14.8	73.8	11.5	N/A	11.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	287	99.7	13.9	51.9	23.7	10.5	34.2	15.5
English Proficiency								
Limited English proficient	29	96.6	44.0	44.0	8.0	4.0	12.0	15.5
Non-limited English proficient	258	100.0	10.8	52.7	25.3	11.2	36.5	15.5
Socio-Economic Status								
Subsidized meals	206	99.5	17.9	54.7	17.9	9.5	27.4	15.5
Full-pay meals	81	100.0	3.9	44.7	38.2	13.2	51.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	102	N/A	10.1	48.5	37.4	4.0	41.4
	Grade 4	94	N/A	16.3	52.2	29.3	2.2	31.5
	Grade 5	106	N/A	23.8	60.0	16.2	N/A	16.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	76	100.0	17.4	39.1	39.1	4.3	43.5
	Grade 4	107	99.1	29.3	54.5	15.2	1.0	16.2
	Grade 5	104	99.0	23.7	61.9	14.4	N/A	14.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	102	N/A	7.1	54.5	24.2	14.1	38.4
	Grade 4	94	N/A	21.7	43.5	19.6	15.2	34.8
	Grade 5	106	N/A	15.2	53.3	26.7	4.8	31.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	76	100.0	15.9	34.8	36.2	13.0	49.3
	Grade 4	107	100.0	13.0	59.0	18.0	10.0	28.0
	Grade 5	104	99.0	13.4	56.7	20.6	9.3	29.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 612)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.9%	Up from 3.4%	2.7%	2.4%
Attendance rate	96.9%	Up from 96.6%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.8%	Up from 11.3%	11.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.0%	Up from 12.9%	8.8%	8.0%
Older than usual for grade	0.8%	Down from 1.3%	1.4%	1.1%
Suspended or expelled	0.5%	Up from 0.0%	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	35.7%	Down from 37.5%	46.3%	50.0%
Continuing contract teachers	83.9%	Up from 73.2%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.7%	Down from 87.5%	86.4%	86.2%
Teacher attendance rate	95.6%	Up from 92.3%	95.2%	95.3%
Average teacher salary	\$38,548	Down 0.7%	\$39,468	\$39,909
Prof. development days/teacher	12.7 days	Up from 9.3 days	12.2 days	11.4 days

School				
Principal's years at school	1.0	Down from 5.0	4.0	4.0
Student-teacher ratio	15.6 to 1	Down from 19.6 to 1	18.4 to 1	18.9 to 1
Prime instructional time	91.3%	Up from 87.0%	89.6%	89.7%
Dollars spent per pupil*	\$6,605	Down 3.6%	\$6,006	\$5,892
Percent spent on teacher salaries*	58.6%	Down from 72.1%	66.1%	66.6%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 92.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

James M. Brown Elementary School is proud of the continuous progress that is shown by our students on an annual basis. Our mission is to develop responsible, confident, lifelong learners by developmentally appropriate, innovative educational experiences in partnership with home, business, and community. Our dedicated staff works daily to ensure success and meet the needs of each student.

James M. Brown Elementary is a Title One School that serves over 700 students from three-year-olds through grade five. Nearly eighty percent of the students receive free or reduced-price lunch. Approximately 24% of the students are Hispanic and 3% of the population are African-American.

James M. Brown Elementary School has been the recipient of numerous awards over the past several years. In addition to being named Carolina First Palmetto's Finest in 2001, JMB was named a Red Carpet School for 2002. It was also named SC Honor Reading School for three years in a row. Dawn Maness, a Pre-K teacher was named a finalist for the Golden Apple Teacher of the Year Award. Two of our teachers, Sandy King and Lynn Wilcox, participated in the Adventure of the American Mind Project with Furman University. Three of our teachers, Mandy Hall, Kristel Dickson and Lynn Wilcox, are training to be math lead teachers for JMB. Additionally we have eight teachers pursuing their Master's Degrees.

Standardized test scores are analyzed yearly. James M. Brown consistently meets or exceeds the county and the state in our percentage of students scoring at or above the standard on PACT. An evaluation of our curriculum audit shows that JMB continues to exceed the expected level of performance when compared to demographically similar schools across the nation.

Our continued improvement is attributed to a highly qualified and dedicated faculty, strong parent and community support and innovative programs. It is the goal of James M. Brown Elementary School to meet each child's needs and maximize their potential.

Principal-Dianne Holstead

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.